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ABSTRACT

This combined handbook and teacher's guide for kindergarten outlines a program intended to interest students in learning while they develop a positive self-concept. Following a brief statement on the program's philosophical aims and an introduction to the program, eight subject areas are described: art, health, language arts, mathematics, music, safety, science, and social studies. Each of the subject areas contains a statement of the objectives and goals to be accomplished. Additional miscellaneous areas included in this handbook include trips, instructional media, reporting and testing, and conferences and evaluations. (RB)

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KINDERGARTEN HANDBOOK

A Guide for Teachers

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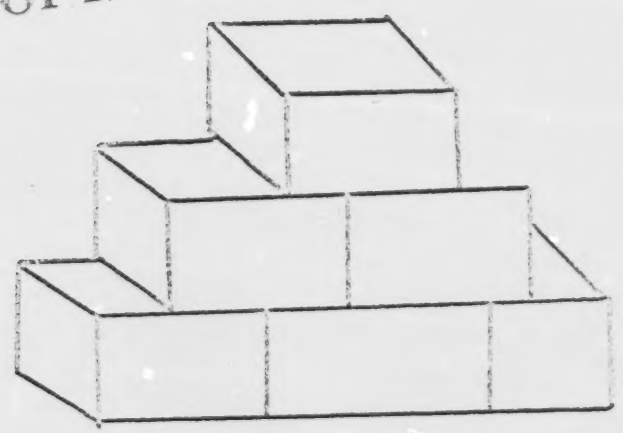

West New York

New Jersey

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HAPPY SCHOOL DAYS	HANDBOOK FOR PARENTS

FOREWORD

We realize that each child in kindergarten is unique in his rate of development and growth, so we have provided a guide with different activities to satisfy individual differences, and many suggested experiences that will contribute to the child's total growth. Included is a basic philosophy, a high level of teacher and child performance and a professional approach to all aspects of school life.

This kindergarten guide is the product of much discussion, planning, researching, evaluating and revising. It is not a finite course of study, but a guide for teachers to move in the right direction for learning to take place.

With this in mind, we hope it proves helpful to you as a professional educator interested in children.

PHILOSOPHY

Kindergarten, as a place where a child is first exposed to school, should be a happy, interesting and challenging experience. Since the foundation for his motivation in school is started at this level, it is important that he learns in a secure and unpressured atmosphere. By learning we acquire knowledge which in some way may be beneficial to the individual, not necessarily the amassing of facts. In this way, positive attitudes may develop toward himself, school and society.

OBJECTIVES

1. Establish an environment where children will learn to live with increased responsibility in order to become self directed.
2. Develop character and personality through discipline, justice, dignity of all people, moral development and respect for authority and property.
3. Encourage independence.
4. Foster and stimulate intense involvement in learning and effective communication.

INTRODUCTION

Kindergarten opens the doors to learning, and is a very important year in the life of a child. It is a time when experiences can determine the direction of the future of all learning. The things that happen at this early stage can make the difference in stimulating or stifling all future eagerness for learning.

We know that education begins in the home, and young children bring much to school in patterns of health, language, social concepts and attitudes. Therefore, cooperation of home, school and community will do much to set the foundation for future growth.

Through a pressure free atmosphere, we attempt to help the child gain skills of self direction and discovery of meaning. The kindergarten is a workshop and laboratory for many ideas in cooperation, self-control, tolerance, citizenship and social development. We believe learning should be individual and personal, take place through experiences and go from the concrete to the abstract.

Childrens abilities and interests are varied, so the setting must be diversified, and offer something from all areas of learning. There must be places and things for a child to explore, and varied settings for him to become involved. The centers of interest should create a homelike atmosphere and be an invitation to learning that will contribute to a development of desired behaviors. These centers should help

arouse curiosity
build a good self image
build cognitive skills
improve thinking
help with problem solving ability
broaden human relationships
develop values and standards

inspire creative expression
develop communication of ideas
encourage independence and understanding
social development
sharing and cooperation
lead to role playing
build large muscles by balancing, bending, bouncing, carrying, crawling, galloping, hopping, jumping, leaping, lifting, marching, pulling, pushing, rolling, running, skipping, sliding, stamping, stretching, swaying, swinging, throwing and twisting,
make use of small muscles for motor control.

The whole environment should provide for building, challenging, cooking, cutting, creating, dramatizing, experimenting, exploring, generalizing, imagining, listening, modeling, moving, observing, pasting, cutting, sewing, smelling, talking, tasting, touching and just sitting quietly when it is needed.

SUBJECT AREAS

ART

Art is highly personal, and represents a combination of early life experiences with one's unique personality. The earliest attempts in art begin with the joy and pleasure of the process rather than the product.

Art at this early stage helps

to express ideas, feelings and emotions
encourage doing and thinking
enrich a child's daily living
nurture independent and personal experiences
build confidence in ability
the child grow in esthetic sensitivity
therapeutically.

It should be

a daily part of classroom activity with all materials available
a place where concepts are realized as children explore
a growth and development of basic art not a result of directions
a development through comments and questions so that the child becomes more sensitive to the characteristics and qualities of the media.

Children grow through the following sequential stages when using media. The stages are manipulative, exploratory, schematic and deliberate. The teacher must at all times

motivate through sympathetic guidance

be concerned with success in experimenting to communicate ideas

give approval as often as necessary

guide to definite ideas by clarifying thinking through questions and discussions

avoid use of pattern work so children can create

MEDIA

Chalk and Crayons - (Chalk 4" x 1", thick crayons)

This media reveals the individual, giving clues to personality from technique - bold, timid, direct

Stages

Scribbling, (uncontrolled to controlled)

Vertical and horizontal lines

Circular shapes for objects (as seen by child)

Exaggeration in size, no proportion

Omission of details

Random placing on paper

X-Ray pictures (inside and out put together)

Many activities in one picture

All on bottom of paper

Organization of ideas.

Painting - (1" brush, ½" brush, easel, wide mouth jars, newspapers, cloths.)

Water play important before painting, has therapeutic value. Painting with water and brush provides simple painting routines - how to avoid drips, brush makes different shapes and the black board is good base to try this.

Introduce one color at a time - bold colors first

One brush for each color

Addition of the number of colors will depend upon individual readiness to control

Mix the amount of paint needed for the day

To avoid odor - add two drops of oil of peppermint and 1 tsp. baking soda when mixing paints

Finger Paints - (1 tsp. of one color on moist shiny paper, add colors accordingly)

This is a direct media, no tool to control and gives unrestricted movement - hands, wrists, fists, fingers, arms, elbow, both hands, feet

Children must be taught clean up process

Good for rhythmic play

Formica board good to make print of painting

Other Paint Ideas

Blot, blown blot, printing with different materials (potato, sponge and string) sand, soap suds, tissue etc.

Paper - (Paper of good size for little fingers)

Gives opportunity to experiment with crumpling, creasing, rolling, tearing, cutting and pasting

Proficiency in use of scissors, provision made for right and left handedness

Fold papers with some degree of skill

Arrangement and rearrangement of precut shapes and shapes cut by children

Opportunity to cut along line

Many opportunities for collage

straws, yarn, cord, muffin cup, paper doilies, corrugated board, wires, buttons, spools, feathers, beads, ribbons, nails, sequins, pipe cleaners, boxes for trains, house, cars etc.

Modeling - (Each piece about the size of an average orange)

Sand, plasticine, play dough, ceramic clay

Invite to squeeze, squash, smooth, roll, press, poke, twist, pat, pull etc.

Roll and combine shapes

Add tools such as rolling pin, tongue depressors muffin cut out

Work on newspapers, cloth or formica board

Housekeeping rules important

When working with ceramic clay - slow drying process important to avoid cracking

Woodworking - (Work with pre cut wood or mill ends)

Challenge is different because substance is hard

Safety very important

Sometimes just to hammer nails

Place pieces of wood together for structure or non realistic set up

Glue may be used

Definite rules

Always under supervision of adult
Two may work at one time
Stay away if you are not working on wood
Specific directions on use of tools
Two hands on saw
Right size tool for child
Housekeeping rules apply

Puppetry - (Use bags, mittens, card board, plates, rolls, socks, squares of cloth etc.)

Dramatic play rather than art activity per se

Children enjoy manipulation, it is a concrete media

Block Building - (Hollow blocks and Carolyn Pratt type)

Gives good opportunity for creative dramatic play

Good for learning spatial relationships, balance, size and form

Excellent physical activity

Stages in building individual experiences are parallel play, independent play but watching others, cooperation in planning and activities, and group play

Teach handling of blocks

How many to carry
Sort and stack accordingly when play is completed
Large area to accomodate this activity, free from traffic
Small toys near to complete structure

Special Situations - Construction may be left for more than one day's dramatic play

Rule : Always display materials with mountings, legible lettering, with frequent changes of work on bulletin boards.

HEALTH

Health is a continuous program of observation and guidance beginning in the Kindergarten and extending throughout school life. (While parents are responsible, teachers observe many abnormalities and refer them to the school nurse) .

OBJECTIVES

1. To develop desirable attitude about health.
2. To improve maintain and appreciate the value of cleanliness, nutrition and good health.
3. To respect and have consideration for the health of others.

Concepts to be developed

Cleanliness

Daily readiness for school

Hands, nails, hair, teeth, neck, ears

Use of toilet facilities and functions

Change clothes frequently

Bathe regularly

Proper dress for weather

Visits to dentist and doctor

Keep articles away from eyes, ears, nose, mouth

Take care of cuts and bruises immediately

Exercise and Rest

Proper time for bed

Routines at bedtime wash - teeth, hours for sleep at least 11½

Sleep related to growth

Relaxation during the day

Outdoor and indoor play

Nutrition

Food related to growth

Knowledge of foods for meals and snacks

Proper eating habits

Portions

Table manners

Willingness to try new foods

Danger of sharing bites, cups and straws

Physical Education in School

"Movement education" necessity in school - almost no place at home to develop as a moving physical person

Experience for large muscles to help discover strength and power of body

Opportunity for practice in physical coordination, relief of tensions, confidence in self, and learning about the physical forces that enhance and limit his behavior (force, space and time)

Drugs

Talk about contents and dangers of medicine cabinet

Never to take anything unless mother gives it

Sex Education

Booklet to be distributed

LANGUAGE ARTS

Kindergarten should be language centered from the first day of school. To help children advance in language areas, teachers should create a highly communicative atmosphere. Teachers can communicate through experiences in art, science, social studies, music and math. Children learn by doing.

Each child enters school with his unique language pattern. Teachers should expand programs to meet the needs of all students, consider each child's potential and adjust curricula to meet the needs of slow, disadvantaged, average and advanced learners.

OBJECTIVES

1. To acquire the skill of oral expression and communication.
2. To provide experiences and stimulation for verbal responses.
3. To encourage listening, learning and participation.
4. To develop the habit of purposeful observation to make for better verbalization.
5. To guide children to recognize information, note details and draw inferences.
6. To encourage children to react and appreciate good literature and poetry.
7. To begin to see the relationship between talking, reading and writing.
8. To tune in to beginning sounds and alphabet.

PHASE 1 - CONCEPTS TO BE DEVELOPED

Adjusts to school environment:

Socializing - responding to greetings, social amenities

Learning routines - listening, to others, waiting to speak

Cooperating - working with peers

Auditory Experiences :

Learns importance of listening

Teach good listening habits

Listens for a purpose

Listens for enjoyment

Listens for language development

learns how to communicate

Listens critically

To develop attention span

To sharpen auditory skills

To participate in finger plays and rhymes

COMMUNICATION

Express needs and desires

Learn the art of conversation

Ability to discuss:

School experiences

Family life

Tell stories in sequence

Increase vocabulary

Learn to speak with clarity and proper language

Develop sequential ability in speech

Begin to communicate through pantomime

Begin to role play

VISUAL EXPERIENCES

Identifies

Objects

Colors

Textures

Size

Shapes

People

Begins to associate the environment

Action in picture

Activity being pantomimed

Learns to handle a book

COMPREHENSION SKILLS

Follows and understands directions

Comprehends pictures

Objects in stories

Follows simple ideas

Stories and poems

Solves problems

Realizes printed symbols from words

Begins to enjoy poetry and prose

Understands activity being pantomimed

For a child to be prepared for reading, he must mature physically, emotionally, intellectually and socially and possess a sound background of experiences. It is also desirable that he want to read. When a kindergarten child is socially, emotionally, physically and intellectually mature, he is ready to enter second phase of the Language Arts Program.

PHASE II - GENERAL ADJUSTMENT TO SCHOOL ENVIRONMENT

Develops:

Independence

Dependability

Responsibility

Ability to be attentive

Practices self-control

Auditory Experiences

Develops good listening habits

Attentive

Learns to appreciate

Learns to garner information

Can listen and identify

Ability to memorize by listening

Follows sequential ideas and learns to carry out a series of directions

Develops auditory skills

Beginning sounds

Rhyming sounds

Creates rhymes

Picks out rhymes

Listens critically

COMMUNICATION SKILLS

Uses correct speech

Enunciates properly

Talks in sentences

Increases vocabulary

Discusses past, present and future

Ability to put concepts into words

Enjoys role playing

Tells stories

Participates in choral speaking

Uses expression and speaks with confidence

Able to compose group experience charts and letters

Learns what can be said, can be written and be read.

Able to create original stories or books

Teacher always using perfect manuscript, upper and lower case

VISUAL EXPERIENCE

Learns to categories

Learns to associate

Develops visual perception

Observes likenesses and differences

Develops eye to hand coordination

Learns left - to - right progression

Recognizes his name in upper and lower case manuscript

Begins to match pictures

Letters

Words

Recognizes and identifies letters

Recognizes words

Recognizes signs

Sight labels, picture story books

COMPREHENSION SKILLS

Manifests increasing interest in books

Begins to show interest in words

Can be attentive for longer periods of time

Increases ability to repeat and memorize

Can tell meaning of story and outcome

Ability to discriminate between reality and unreality

Ability to pretend and role play emotional concepts

Understand the differences between poetry and prose

Understand the world through experiences

Learns to empathize with story characters

Has developed divergent thinking skills

Appreciates story telling time

ENGLISH AS A SECOND LANGUAGE

Children with language barrier problems need a special curriculum to help them acquire skills in a secondary language. Until these children have some facility with English, teachers should use this guide only as a supplemental aid. To assist these students, use " English as a Second Language for Head Start and Kindergarten Children ". As soon as pupils learn the rudiments of the English Language incorporate this guide with " Let's Speak English ".

Simple rules to follow

Accumulate many visual aids to arouse interest.

Make child feel secure.

Work with individual and small groups to help verbalize experiences through pattern.

ENGLISH AS A SECOND LANGUAGE

FOR HEAD START AND KINDERGARTEN CHILDREN

Time required: 20 minutes daily with a group of 6 to 8 children.

Materials: Hand puppets of a boy and a girl.
Finger puppets of a boy and a girl.

Directions: Use puppets to talk. Move them as if they speak and keep them animated. Model each talking pattern several times before asking children to repeat. Use hand gestures to have the children repeat the pattern. Children must listen until hand gestures suggest that it is time to repeat.

Teacher should seat herself on same level as children. Do not tower above them.

Have children repeat pattern many times before going to a new one.

Pattern: Model dialogue with puppets: children listen --

Boy Puppet: "My name's Carlos."
Girl Puppet: "My name's Maria."
Repeat many times.

Boy Puppet to Girl Puppet: "What's your name?"
Girl Puppet to Boy Puppet: "What's your name?"
Work for response to above questions.

Use foods for taste - likes & dislikes, etc.
Help distinguish between boy and girl by song, "Put Your Finger in the Air." Sing, "Little boy, what's your name, What's your name," etc. "Little girl, what's your name, What's your name, etc.

For responses, work with whole group on pattern. When you feel you are getting good response, gesture for half of group to respond. Finally, work for individual response.

PERMIT RELUCTANT CHILD TO LISTEN. He will gradually respond.

Review previous lessons and patterns daily. Sing Song daily, adding to tune with names of children.

Start chain pattern by permitting puppets to ask each other-- "My name's Maria. What's your name?" "My name's Carlos. What's your name?"

Gradually permit children to ask each other without the use of puppets.

Other Patterns: Demonstrate "Please stand up."
"Please sit down."
"Please come here."

Add children in class to pattern: "Please stand up, Juan."
"Please sit down, Carmen."
"Please come here, Lorenzo."
Children respond by following the directions, repeating pattern.
Use many repetitions, and work into chain pattern.

Other Patterns Continued: Model a book and repeat "a book","a book","a book".

Have class repeat by picking up a book while repeating "a book".

Model by pointing to self "I want a book".

Have child give you a book and say, "Thank you".
Many repetitions with this pattern.

Add objects to this above pattern: crayon, box, ball, paper, banana.
Again children respond by following directions, repeating pattern, and working into chain pattern.

Question Pattern: Teacher: "What do you want?" or "What do you like?"
Response: "I want a ....". Give the article requested.
"I like....."

After article is received:
Response: "Thank you".

Variation of question pattern by adding affirmative and negative--
Teacher: "Do you want a ball?" Show object.
Response: "Yes, I do." Give object requested.
Response: "Thank you."
Teacher: "Do you want a box?"
Response: "No, I don't."

Plural Pattern: Add 'S' to objects to show more than one, Continue the above with plural and have children model pattern.

Choice: Place objects side by side and ask, "Do you want a book or a crayon?" "Do you want a crayon or crayons?"

Effective Teaching: Model patterns daily with much repetition. Act out as many patterns as possible. The teacher must have empathy, be patient, and innovate. Much illustrative material must be accumulated.
Use tape recorder, record player, and overhead projector.

Follow Up: After these patterns have been exhausted refer to "LET'S SPEAK ENGLISH" West New York Publication.

MATHEMATICS

The child's first experiences with mathematics must be exciting, meaningful and successful. He must discover by handling, questioning, predicting and drawing conclusions. Many opportunities must be given that will involve critical thinking. Maturity factors and individual differences must be considered in planning opportunities for all mathematical experiences.

OBJECTIVES

1. To provide opportunities that will give the child experiences involving concept of numbers.
2. To encourage him to arrive at solutions through his own efforts.
3. Develop the ability to understand the meaning in counting, from one to ten with an abundance materials to form a foundation for meaningful comprehension.
4. Develop the ability to recognize each numeral.
5. Understand the ordinal sense from first to tenth.
6. To identify sets of objects.
7. Develop concepts in many situations.
8. Develop ability to relate known mathematical ideas to problem solving.

IN THE FOLLOWING : WORK WITH THE INDIVIDUAL CHILD ACCORDING TO HIS READINESS FOR THE LEVEL ON WHICH HE CAN FUNCTION.

Plan appropriate activities with materials so that children can learn concept, identification and recognition of numerals from one to ten.

One to one relationship

To match the spoken word with appropriate numeral

Always start at the top when writing numerals

Practice in knowing sets, pairs, piles, groups, twins etc.

Learn to recognize and identify shapes; circles, squares, triangle, rectangle and oval

Realize meaning of zero, as none or " not any "

Awareness of use of numerals for date, address, age, telephone, clock, games, puzzles, radio, television etc.

Measurement Concepts

Liquid - cooking, water play, pour, teaspoon, tablespoon, cup, pint, quart

Dry - yardstick, tape measure, scale, inches, pound, box, loaf, sack, dozen, weight of self and articles

Metric - introduction in practical applications

Temperature Concepts

Thermometer, indoors, outdoor, self,

Hot and Cold

Freezing and thawing

Money Concepts

Coin recognition - penny, nickel, dime, quarter

¢ Sign,

Handling of money for milk, shows, trips, stamps, purchase of materials, tickets etc.

Fraction Concepts

Whole, half - (cut half, fill half, half a day, half the children etc.)

Time Concepts

Calendar - year, month, week, day, today, tomorrow, yesterday

Clock - time for school, time for dinner, time for bed

Terminology of

Comparisons

big bigger biggest

high higher highest

large larger largest

short shorter shortest

small smaller smallest

tall taller tallest

Opposites

above below

after before

alike different

backward forward

fast slow

few many

heavy light

high low

in out

in front of in back of

left right

less more

long short

near far

over under

same different

thin fat

top bottom

wide narrow

young old

General

beside, between, center, circle, column, corner, curve,

enough, group, line, middle, most, oval, rectangle, set,

side, size, square, straight, triangle, wavy

Process Words

count, how many, how much, take away, one thing,

all together, one by one, add one, more than etc.

MUSIC

Music is a joyful language in which the child expresses his feelings and communicates his ideas. Pleasure is derived from the expression of motion, movement and sounds. All experiences should center about listening, singing, playing, moving and creating music so that a love and appreciation will develop.

OBJECTIVES

1. To enjoy and develop a love for music.
2. To learn to respond in a meaningful way to the moods expressed.
3. To become familiar with different types of music.
4. To develop repertoire of songs, dances and games to be used as aids in other subject areas.
5. To become familiar with instruments.
6. To create expressions, lyrics and movements.

BASIC MATERIALS FOR MUSIC

Pitch pipe for every teacher, record player, albums of records, tape recorder with tapes, piano, autoharp and rhythm instruments.

Singing Experiences

Find singing voice before he is self conscious

Pleasure in singing

Creative expression through interpretation and rhythmic response.

Singing Voice

Find success and gain confidence

An emotional outlet for peace

Listen to self, peers and teacher

Encourage any effort

To Sing in Tune

Pitch pipe must be used for beginning song

Imitate whistles, horns etc.

Answer to calls

Echo

Conversational Singing

Good morning response

Answers to questions

Rote Songs

Teacher must know song very well

Pitch pipe or beginning note on piano

Motivate singing

Rhythm

With whole body, not just words

Large muscles

Mimic bicycle, rocking horse, skating, train etc.

Creative interpretation with art

Singing games

Bouncing balls

Dancing with scarves

Pitch Consciousness

Range of melody appropriate for age level

Pitch pipe important at all times

Explore high and low tones, up and down of music

Imitate cars, horns, wind etc.

Rhythm Instruments

Enhance mood

Investigate type of beat - fast slow, even uneven, alternating beats.

Beat by walking, clapping, marching etc.

Accompany songs, dances and dramatizations

Make own innovative instruments

Create

Movements, tunes and lyrics

Appreciation

Listening for good music

Moods of music

SAFETY

Safety is to be integrated in the daily living of home and school.

OBJECTIVES

1. To give the child the real importance of learning and practicing safety.
2. To inspire with enthusiasm the care for safety.
3. To do things the safe way so accidents do not occur.

Concepts of Safety

Street

Cross at crossings

Cross on green light

Best and shortest way to school

Remember policeman is your friend, feel secure to tell and ask him

Precautions about fire

Rules for fair play

School

Observe rules

Careful use of scissors and tools

Fire drill attitudes

Staircase conduct

Rapid dismissal rapidity

Report all accidents

Home

Safe practices home and school

Fire precautions

Protect yourself and others

Report all accidents to adults

SCIENCE

Science in the Kindergarten concerns life and matter of the child's everyday experiences. Each topic must be an invitation to explore, question, observe, classify and report. The child's horizons are to be extended by new experiences with materials and investigations. The answer to " why " , is to the level of this maturity.

OBJECTIVE

To work with the following, using concrete experiences so that intellectual concepts will form and children will comprehend.

Concepts of Natural Sciences - Living Things

. Experiences in raising plants and animals

Needs for air, water, light, room to grow,

importance of seeds and bulbs, trees, flowers

Seasonal effects on living things

Appreciation of people's dependence upon plants

and animals for food, shelter, beauty

Identification of plants, trees, flowers, insects,

animals and water life

Meaningful experiences with living thing in the room

Concepts of Physics - Elements and Forces of Nature

Properties of weather - air, water, sky, earth, sun, moon and stars.

Air around us, the feel, weight and invisibility

of it

Water; clouds, dew, fog, frost, snow, ice, effects

of heat and cold on water (evaporation, condensation)

Heavenly bodies, heating effect, difference

of sun, moon, stars, light and shadow effect

Properties of light and dark

Day versus night

Use of mirror, prism, magnifying glass

Sources of light (natural, electric)

Properties of senses

Visual - associations, symbols, categories, recall, sequential, relationships

Auditory and sounds around us - (people, animals and things,) pitch, intensity (loud, soft); reflection

Tactile - response to properties of matter, rough, smooth, hard, soft, light, heavy, hot, cold big, little, round, square, resilience, gravity, and magnetism

Taste - salty, sweet, sour, bitter, acidity; chemistry changes powder dissolving in liquid, frozen to solid or liquid.

Smell - pleasant, unpleasant, pungent, materials that have odors

Properties of electricity

Transmission of sound, power, light

Explanation of static electricity (how it is produced and where it is found)

Concepts of Mechanics - Machines

Man-made machines for doing work, in the home and community

Use of wheels, pulleys etc.

Concepts of Geology

Identification of stone, earth, sand

Identification of water, river, ocean, lake

SOCIAL STUDIES

Social studies in the Kindergarten helps the child become acquainted with his immediate environment, and is concerned with spatial and social relationships that will be valid in other areas through learning experiences.

OBJECTIVES

1. To help the child make the transition from home to school and the community by observing the immediate surroundings around him.
2. To build a good self image, increase individual responsibility, understanding of others, and extend social relationships.
3. To develop a clear concept of man and his environment.
4. To realize the independence of people upon one another.

The Home and School

The Home environment

Dramatization of family life by use of centers of interest

Family roles

Name of street, telephone, number, city, state

School environment

To become familiar with the school building and rules

Name of school

Room number

Rules and regulations for school and classroom living

To become acquainted with the principal, nurse, maintenance workers etc.

To become familiar with the school neighborhood

Community

To become familiar with community helpers and their jobs

To be able to realize how these helpers help us and each other (fireman, policeman, postman, doctor, dentist, etc.)

To become familiar with the different ways of traveling around the community.

To become familiar with buildings, parks, stores, etc.

Holidays

Introduce special days - family, religion, tradition

National, state and local

Birthdays

Patriotic

Nearby Places and Far Away

Home

Travel - shore, country, other cities, states and countries

Moving - country and language

Cultural and racial differences

Maps and Globes

Finding way to school

In school

Place you came from

Places to visit

Social Living

Fair play, taking turns

Rules, listening to reason

Courteous behavior, making choices

Feeling for others, dividing responsibility

MISCELLANEOUS AREAS

TRIPS

Trips are important at this age for supplementing and extending learning experiences. They must be simple, and begin with the immediate surroundings, and then branch out to broaden and develop new concepts. The teacher must choose places wisely, thinking of the background, needs and abilities of their maturity. Always remember to notify principal, parents, and the place you plan to visit, or the people you plan to talk with.

Some typical local trips

Observation walks - in school and out

Walks to talk to community helpers on their rounds

Policeman - traffic, walking, motorcycle, police car, van

Mailman - different letter boxes, bags, mail trucks, carts

Fireman - trucks, hydrants, inspection tours, fire boxes

Park Inspector - duties, how can we help, pollution

People in school - doctor, dentist, nurse, maintenance men

Visits to local recreational facilities - picnic to park, feed birds, ducks and squirrels, walks to family gardens.

Visits to airport, bank, construction sites, dairy, docks, library, museum, river, supermarket, train yard, truck yard, zoo

Sensory training trips - bakery, butcher, candy factory, chicken market, farm and the college agricultural center, fish store, florist, green house, ice cream factory, laundry, lumber yard, archard, pet shop, pharmacy, shoemaker, traffic light

General Rules

If there is to be an extended bus trip, have the total time on the bus within the limits of one hour.

Take with you - brown paper bags, hard candy, band aids, wash cloths or wet paper toweling, tissues, safety pins and a complete list of all people on the trip including addresses and telephone numbers.

Parents and helpers 4 to 1 ratio, (this is an excellent opportunity for parental involvement).

INTRUCTIONAL MEDIA

Radio, television, filmstrips, tape recorders and record players can contribute a wealth of information and enjoyment to young children. Wisdom and discrimination on the part of the teacher must be exercised when choosing this material. (All material must be previewed). An excessive amount of TV experiences will lead to passiveness on the part of the child, and much of this is an afternoon experience at home.

In school, the youngster needs to express himself by doing, creating and being involved. Fifteen minutes of use of this instructional media at one sitting at this age is sufficient.

REPORTING AND TESTING

Reporting is another way to have a bond between home and school. The best way is for the teacher to be honest, and start with something positive about the child. Remember you are evaluating the parents pride and joy, and are trying to help parents to better understand and provide for the development of the child.

Use of group tests at this age are questionable, but there is a place for individual evaluation. When a child's behavior, attitudes and habits are not consistent with positive growth and development he should be tested by the psychologist, who observes him in his environment many times, and he and the teacher make up the anecdotal record. This helps the school personnel understand his behavior and provides direction in meeting his needs at an early stage in learning.

After a good year of living there must be improvement and the success when evaluated should show to parents

evidences of interests that were lacking when enrolled

more logical thinking and understanding

perseverance in interests and deeper thought

evidence of new concepts and expansion of old ones and correction of wrong ones

a natural curiosity to seek answers

a consciousness of environment

a feeling for types of media and use of same

an interest in books

understanding what you say can be written, what you write you can read

a good communication vocabulary

improved work habits and pride in work

better relationships with peers and adults

attending to subject at hand

a sense of responsibility

better self discipline

TOTAL - A LOVE OF SELF, LEARNING AND SCHOOL

CONFERENCES AND EVALUATIONS

The following sheets are to be used for conferences with parents

November - white sheet

March - yellow sheet

May - blue sheet

If a parent does not attend a conference the white letter is sent home for signature (if three conferences are not attended there will be three letters).

Letter to attend conference

WEST NEW YORK

PUBLIC SCHOOLS

Date_____

Dear Mr. or Mrs._____

Please come to school on_____ _____at _____

o'clock to discuss _____ and her progress

his progress

Thank you,

_____

Teacher

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The following letter is to be sent home the week after the scheduled conference.

WEST NEW YORK

PUBLIC SCHOOLS

Date _____

Dear Mr. and Mrs._____

Many attempts have been made to schedule an appointment with you regarding _____'s progress in kindergarten.

At this time, it is necessary to inform you that your child's work is satisfactory

needs improvement

unsatisfactory

If you now wish to meet with his teacher, please feel free to contact _____ for a conference.

_____
Principal

Conferences to be arranged so parents will have a few choices for time schedule.

Conference dates: Nov. 18-30

KINDERGARTEN EVALUATION

	S	N	I	
PHYSICAL				
Uses small muscles				
Uses larger muscles				
Hearing and vision				
Speech				
SOCIAL				
Confident				
Relates with peers				
Relates with adults				
Participates in activities				
Shows self-control				
Respects rights and property				
Assumes responsibilities				
MENTAL				
Language development				
Listens attentively				
Follows directions				
Comprehends concepts				
Ability to reason				
Visual awareness				

Key for Rating

S = Satisfactory Progress

N = Needs Help

I = Improving

* = Spanish Speaking (Indicate = Lang. Dev.)

_____
Parent's Signature

_____
Teacher

Conference dates: March 15-27

KINDERGARTEN EVALUATION

	S	N	I
PHYSICAL			
Uses small muscles			
Uses larger muscles			
Hearing and vision			
Speech			
SOCIAL			
Relates with peers			
Relates with adults			
Participates in activities			
Practices self-control			
Respects rights and property			
Assumes responsibilities			
MENTAL			
Language development			
Listens attentively			
Participates in discussions			
States ideas in sequence			
Follows directions			
Makes associations			
Observes likenesses and differences			
Number concept			
Uses books and tells stories			
Uses resources in room to plan			
Completes a task			

Level: Reading Readiness Kindergarten Pre-kindergarten

Key for Rating

S = Satisfactory Progress

N = Needs Help

I = Improving

* = Spanish Speaking

Teacher

Parents Signature

Conference Dates: May23- May 30

KINDERGARTEN EVALUATION

	S	N	I
PHYSICAL			
Uses small muscles			
Uses larger muscles			
Hearing and vision			
Speech			
SOCIAL			
Relates with peers			
Relates with adults			
Participates in activities			
Practices self-control			
Respects rights and property			
Assumes responsibilities			
MENTAL			
Language development			
Listens attentively			
Participates in discussions			
States ideas in sequence			
Follows directions			
Makes associations			
Observes likenesses and differences			
Understands number concept			
Thinks and sees relationships			
Uses books and tells stories			
Uses resources in room to plan			
Completes a task			

Key for Rating

S = Satisfactory Progress
N= Needs Help
I = Improving
* = Spanish Speaking

Parent's Signature

Teacher

On the last day of school, in June, the following pink letter accompanies each child, for entrance to first grade in September.

The booklet " Happy Days " is given to parents when the child is enrolled in the Kindergarten.

KINDERGARTEN

West New York
Public Schools

Your child, ... , has completed the kindergarten program. ..... will be assigned to Grade ..... , Room ..... , School # ..... on ..... .

We believe the next year in school should be a happy and satisfactory experience .

Teacher

Principal

KINDERGARTEN - Readiness Check List

Name _____ Date of Rating _____

Date of Birth _____ Teacher and School _____

[redacted]. _____ [redacted]. _____ [redacted]. _____

	RATINGS	GOOD	FAIR	POOR
PHYSICAL				
Vision				
Hearing				
Muscular coordination				
General health and vigor				
EMOTIONAL AND SOCIAL DEVELOPMENT				
Self reliance and independence				
Self control				
Group participation				
HOME BACKGROUND				
Richness and variety of experiences				
Parental interest				
Foreign language at home, Yes ___ No ___ Language				
INTEREST DEVELOPMENT				
Attention at story time				
Can sit at one activity for extended time				
Expressed desire to read				
GENERAL ABILITIES				
Relates to peers				
Relates to adults				
Can carry on a conversation				
Comprehension of spoken directions				
Knowledge of word meanings				
Visual perception of similarities and differences				
Auditory perception of similarities and differences				
Sequence ability in pictures and events				
Recalls information				
Can pick out a rhyme				
Handles a book				
Recognizes and interprets pictures				
Knows left to right in charts and books				
Recognizes colors				
Can copy visual designs				
Has concept of numbers				
Recognizes name				
Prints name (manuscript)				

Can Match letters, yes ___ no ___; can name letters, yes ___ no ___; Can read, yes ___ no ___.